DOCUMENT RESUME

ED 137 489 RC 012 001

AUTHOR Halley, Arthur; And Others
TITLE Outdoor Education Summer Curriculum Project--1979. Phoenix Elementary District #1.
INSTITUTION Phoenix Elementary School District 1, Arizona.
PUB DATE 79
NOTE 51p.

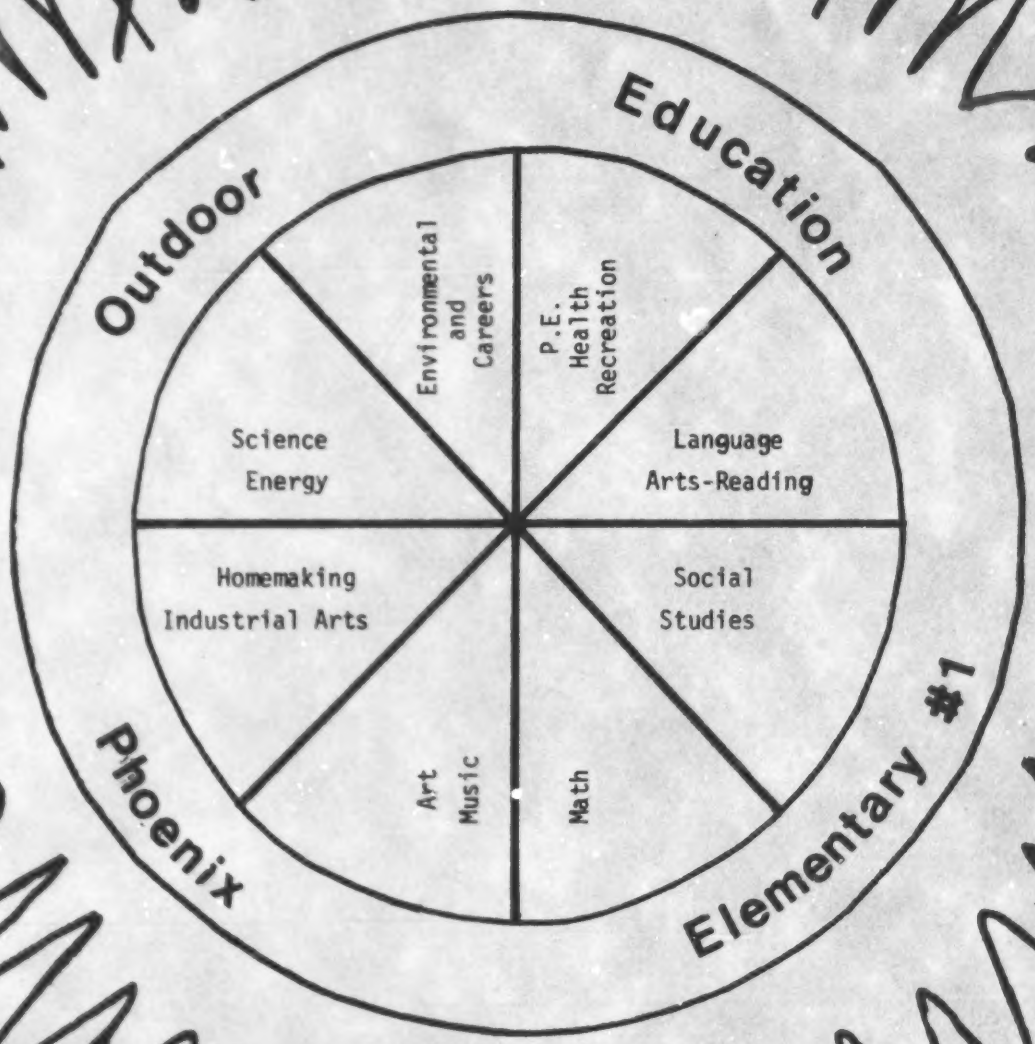
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Administrator Responsibility; Camping; Check Lists; *Educational Philosophy; Elementary Education; Environmental Education; Equipment; Field Trips; *Learning Activities; Learning Experience; *Outdoor Education; Parks; Program Design; *Site Selection; *Urban Education
IDENTIFIERS *Arizona (Phoenix)

ABSTRACT

Outside the classroom there are many opportunities that provide a variety of environmental, ecological and academic-oriented experiences. For inner city minority children from low income families the need for outdoor education programs is particularly critical. Much of the outdoor experience can be established right on the school site by using the available building and grounds in a creative way. While learning experiences for all grade levels from K-8 are recommended, overnight trips should be limited to grades 5 and above. Curriculum objectives for all ages should improve the learning of basic skills (the 3 R's) by providing experiences that allow for application of these skills in the total environment. Activities should be open ended, allowing the learner to collect data and record his observations; also activities should be relevant to the learner's world, as well as appropriate for the area in which the activity takes place. In addition to discussing the philosophy, rationale and goals of outdoor education, this guide suggests a number of outdoor activities for the classroom teacher. While the field trips list specific things to see and do in the Phoenix area, the school site and classroom activities could be utilized anywhere. Also included are a number of checklists covering such areas as pre-planning, emergency plans, camping equipment, etc. (Author/DS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED187489



RC 012001

U.S. DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Phoenix Elementary School District #1
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

OUTDOOR EDUCATION

PHOENIX ELEMENTARY DISTRICT #1

(Summer Curriculum Project - 1979)

Donald Wright, Ed.D.
Superintendent

Mr. Louis Rodriguez
Assistant Superintendent
Educational Services

Outdoor Education Team

Arthur Halley
Nancy Petersen
Sharon Reker
Dave Siebenman

TABLE OF CONTENTS

PART I. PHILOSOPHY

Philosophy 1

Rationale 2

Now, Who Does What and What Does the "Who" Do? 3

Outdoor Education Curriculum 4

Selected Reading - Phoenix Elementary Curriculum Library 6

PART II. ACTIVITIES

All Other Things Being Equal 8

Here's How to do it 9

Activity Packets Available 10

(Sample) School Site Activities 11

(Sample) Local Parks and Areas Activities 16

Extended Day Suggestions 17

Extended Overnight Trips 18

Extended Backpacking 28

An Integration of Activities and Places 29

PART III. PROCEDURES

Checklist of Required Forms 36

Emergency Plans 39

Outdoor Education Camping Equipment
Checkout Items 40

PHILOSOPHY

The educational process must encompass a wide variety of learning environments in order to equip our young people with the educational tools necessary for intelligent and effective decision making.

Many opportunities outside the classroom exist which provides a variety of environmental, ecological, as well as academic-oriented experiences.

We must be able to identify and use these out-of-doors, out-of-the-classroom experiences to fully develop our existing curriculum.

RATIONALE

The need for a program in outdoor education has been recognized for many years. For our inner-city, minority children from low income families, as well as for all our children, the need is crucial.

Involvement of Phoenix Elementary Schools in an environmental, ecological, and outdoor education program which would encourage students and teachers to explore their environment, would be a far-reaching advancement in our present curriculum.

Living in a mobile society, children, as well as adults, should have the opportunity to develop a feeling and appreciation for the out-of-doors. Outdoor education is a natural and active learning situation motivated by the natural surroundings.

The outdoors becomes a natural laboratory for learning.

The outdoors offers a bridge between the real and the make-believe. The closeness of man and nature enhances the real and natural learning process. It gives a perspective and a purpose to life.

Learning is a lifetime activity. Much of what we learn over a lifetime does not occur in a structured or contrived environment, but, rather, in our interactions with people and things in the world in which we move and live.

Our interactions with the real world, outdoors, give us an expanded data-base which should help us look at how well we're doing...within the total task of the school. Renewal...of ourselves, of the school program, of the community at large, should be a significant outcome of our use of an expanded learning environment.

NOW, WHO DOES WHAT

AND

WHAT DOES THE "WHO" DO?

Outdoor Education can provide unique learning experiences for all grade levels, K-8. The Committee for Outdoor Education feels that much can be accomplished right on the school site, using the buildings and grounds presently available, in a creative way.

To begin your program, it might be appropriate to develop an "Outdoor Education Building Site Inventory". (see "Activities") Survey the neighborhood and surrounding areas where children and teacher might take walking field trips. Check the district Field Trip manual for ideas pertaining to half-day and full-day field trips.

BUT, when does the "who" go overnight?

By the recommendation of the committee, and advice given by "whos" in the field, extended experiences should be limited to children in grades five, six, seven, and eight.

Requests for extended experiences will be handled through the building principal who will consider such things as: prior work in the out-of-doors on the school site, walking trips, requests for field trips, and what interests and specific plans are being developed by the class and teacher.

The request for an extended experience, including overnight, two or three days, is accompanied by a great deal of dedication, planning, and, yes, some liability risk.

The opportunity to take little "whos" and big "whos" to where the action is, is here.

Create, plan, and have at it!

OUTDOOR EDUCATION CURRICULUM

Objectives for an integrated curriculum include:

To improve the learning of basic skills (reading, writing, arithmetic) by providing experiences that allow for application of those skills in the total enviornment. Application of these skills in a problem-solving approach to the environment will give children the motivation and competency to develop personal and group responsibility toward their social and natural enviornment.

To provide opportunities in career development for students interested in environmental occupational training.

1. The outdoor education curriculum must provide opportunities for actual learner involvement in the out-of-doors. Many approaches to learning can be used to help children interact with the out-of-doors. Outdoor investigation by its very nature demands the use of the process approach (observing, etc.). As the learner uses processes in problem-solving situations, he develops and expands his concepts.

   Outdoor education activities should be open-ended in nature, allowing the learner to collect and record data based on his own observations, and provide opportunities for individual interpretations of that data. These activities should be relevant to the learner in his world, and appropriate for the area in which the activity takes place. This implies that no one set of activities should be considered sacred, but that outdoor education activities should be developed to fit the competencies and backgrounds of many different students and teachers in many different localities and environments.

2. Outdoor Education Programs should:

   a) Provide opportunties to actually involve the learner in his environment.

   b) Provide opportunities for open-ended outdoor investigations and data-collecting.

   c) Provide opportunities for the learner to make his own interpretations about the data he collects.

   d) Develop in the learner an awareness of the need for individual responsibility to maintain or improve the management of his environment.

   e) Help the learner to develop the ability to accept responsibility to maintain or improve his environment for future use.

   f) Develop in the learner an awareness of problems associated with population, natural and human resources, and related environmental problems that exist in the community.

   g) Incorporate outdoor education resource materials into selected areas of the school curriculum at all levels of instruction.

h) Develop a population which exhibits cognitive learnings and affective behaviors which support productive interaction between the learner and the out-of-doors.

i) Provide continual experiences starting in kindergarten or first grade and extending through all grade levels. These should expand the learner's understandings of ecological relationships as well as improve their competence to investigate the environment and to make assessments at the level of their maturity.

j) Provide training opportunities for teachers to develop the ability to involve students in relevant and significant learning experiences that utilize the basic learning skills.

3. As outcomes of an effective program, the learner should be able to:

a) Demonstrate his ability to collect, record, and interpret data at his level of understanding.

b) Exhibit behaviors which demonstrate a desire to maintain or improve a quality environment.

c) Demonstrate an ability to contribute feasible solutions to identifiable environmental problems.

d) Actively participate in discussions related to outdoor education problems including man's management role in enhancing or alleviating these problems.

e) Demonstrate a personal commitment to intelligent management by exhibiting behavior, such as voting on the basis of known data and avoidance of littering and defacing property.

SELECTED READING PHOENIX ELEMENTARY CURRICULUM LIBRARY

1. American Association for Health, Physical Education and Recreation. Outdoor Education. The Association, c1956. 371.39 Am350

2. American Association of School Administrators. Conservation - In the People's Hands. The Association, c1964 333.72 Am35c

3. Bathurst, Effie G. Conservation Experiences for Children. Government Printing Office, c1957 333.72 B32c

4. Behnke, Frances L. The Changing World of Living Things. Holt, c1972

5. Bronson, Wilfrid S. Freedom and Plenty. Harcourt, c1953. 333.72 B789f

6. California Department of Education. Camping and Outdoor Education in California. The Department, 1952. 371.39 C128c

7. Clarke, James M. Public School Camping. Stanford University Press, 1951. 371.39 C553p

8. Education U.S.A. Environment and the Schools. National School Public Relations Association, c1971. 333.72 Ed83e

9. Elliott, Sarah M. Our Dirty Water. Messner, 1973.

10. Elliott, Sarah M. Our Dirty Air. Messner, c1971.

11. Gilliland, John W. School Camping. Association for Supervision and Curriculum Development, c1954. 371.39 G415s

12. Gutnik, Martin J. Ecology and Pollution - Air. Childrens Press, c1973.

13. Heindl, L.A. The Water We Live By. Coward, c1970.

14. Helfman, Elizabeth. Our Fragil Earth. Lothrop, c1972

15. Hoke, John. Ecology. Watts, c1971.

16. Hungerford, Harold R. Ecology. Childrens Press, c1971.

17. Hyde, Margaret O. For Polution Fighters Only. McGraw, c1971.

18. Jennings, Gary. The Shrinking Outdoors. Lippincott, c1972.

19. Knapp, Clifford. Bulletin Boards For Environmental Studies. Instructor Publications, c1973. 371.335 K727b

20. Kolbas, Grace H. Ecology. Sterling, c1972.

21. Marshall, James. The Air We Live In. Coward, c1968

22. Marzani, Carl. The Wounded Earth. Young Scott, c1972.

23. Nickelsburg, Janet. Ecology. Lippincott, c1969.

24. Parker, Bertha M. Golden Treasury of Natural History. Simon-Schuster, c1952. 574 P223g

25. Peattie, Donald C. Rainbow Book of Nature. World Publishing Company, c1957. 574 P329r

26. Perry, John. Our Polluted World. Watts, c1972.

27. Pringle, Laurence. Into the Woods. Macmillan, c1973.

28. Schlichting, Harold E. An Introduction to Pollution. Steck-Vaughn, c1972

29. Schramm, Wilbur. Classroom Out-of-Doors. Sequoia Press, c1969 371.39 Sch69c

30. Thurston, LaRue A. Complete Book of Campfire Programs. Association Press, c1958. 796.54 T427c

31. United State Department of Agriculture. Outdoors USA. Government Printing

32. United State Office of Education. Camping and Outdoor Experiences in the School Program. Government Printing Office. 371.39 Un3c

Note: Many additional books and activity materials are available through the Outdoor Education Office.

ALL OTHER THINGS BEING EQUAL.....

1. All other things being equal, one activity is more worthwhile than another if it permits children to make informed choices in carrying out the activity and to reflect on the consequences of their choices.

2. All other things being equal, one activity is more worthwhile than another if it assigns to students active roles in the learning situation rather than passive ones.

3. All other things being equal, one activity is more worthwhile than another if it asks students to engage in inquiry into ideas, applications of intellectual processes, or current problems, either personal or social.

4. All other things being equal, one activity is more worthwhile than another if it involves children with realia.

5. All other things being equal, one activity is more worthwhile than another if completion of the activity may be accomplished successfully by children at several different levels of ability.

6. All other things being equal, one activity is more worthwhile than another if it asks students to examine in a new setting an idea, an application of an intellectual process, or a current problem which has been previously studied.

7. All other things being equal, one activity is more worthwhile than another if it requires students to examine topics or issues that citizens in our society do not normally examine--and that are typically ignored by the major communication media in the nation.

8. All other things being equal, one activity is more worthwhile than another if it involves students and faculty members in "risk" taking--not a risk of life or limb, but a risk of success or failure.

9. All other things being equal, one activity is more worthwhile than another if it requires students to rewrite, rehearse, and polish their initial efforts.

10. All other things being equal, one activity is more worthwhile than another if it involves students in the application and mastery of meaningful rules, standards, or disciplines.

11. All other things being equal, one activity is more worthwhile than another if it gives students a chance to share the planning, the carrying out of a plan, or the results of an activity with others.

12. All other things being equal, one activity is more worthwhile than another if it is relevant to the expressed purposes of the students.

HERE'S HOW TO DO IT

To chance it, or risk it. These are two choices children take. When playing certain games one step leads to another and into an area of unknown----------.

Potential is developed by certain risks and many chances.

This guide contains many activities for the classroom teacher. Both in the school and out of school.

These are suggested activities and trips. Many more choices can be made by the individual teacher.

ACTIVITY PACKETS AVAILABLE
FOR OUTDOOR EDUCATION*

Cemetery

Cooking

Desert Survival

Energy Activities

Environmental Activities

Forests

Garbage Disposal

Insects

Kites

"Knock the Four Walls down"
(series of activities)

Life Zones--Climate of Arizona

Mini-Forest

Mini-Landfills

Mudpies, Anyone?

Orienteering

Photography

Plants in the Classroom

Puddles

Recycling--Litter

Schoolyard Activities

Soil and Water Conservation

Sunlight and Shadows

Sun Prints

Terrariums

Touch and Feel Hike

Trees--Adopt-a-Tree

Tree Silhouettes

Water

Wind and Air

*Contact the Outdoor Education office.

(SAMPLE) SCHOOL SITE ACTIVITIES

SUNLIGHT AND SHADOWS

In pairs, children draw each other's shadow with chalk on the playground or on paper, at different time intervals - early morning, noon, late afternoon. Predictions and comparisons can be made. Many art activities are possible. Sizes and shapes, rotation of the earth, metric measurement, math (ratios), temperature, etc., activities are appropriate.

SUN PRINTS

Child finds nature object (leaf, feather, flower, twig, etc.) for making a diazo print using the sun as a developer.

ADOPT-A-TREE

A tree's changes are observed over a school year. Language, Art, Math, Science, Awareness, etc., can be taught. Preserving leaves and tree identification.

OVERNIGHT CAMPOUT ON THE SCHOOL GROUNDS

Menu-planning, cooking, camp set and clean-up, campfire, singing, charades, skits, flashlights, star gazing.

ORIENTEERING

Children learn to read a simple map, use compass directions, follow instructions, and become familiar with basic map skills in this activity of finding specific locations from reading a map.

PUDDLES

Children observe a variety of puddles following rain. Temperature, metric measurement, science, water cycle, etc.

ANT WATCHING

A series of activities involving observation, data collection and drawing conclusions.

OUTDOOR COOKING

Techniques of cooking on a campfire with dutch ovens, reflector ovens, sticks; non-cooked foods; preparing natural foods; individual meal preparation.

DESERT SURVIVAL

Guidelines for safe use of the desert environment.

GUN SAFETY

Respect, terminology, proper use and competition with Daisy air rifles. Following directions, listening, team effort are taught by NRA - qualified instructors. Children may be eligible for state certificate.

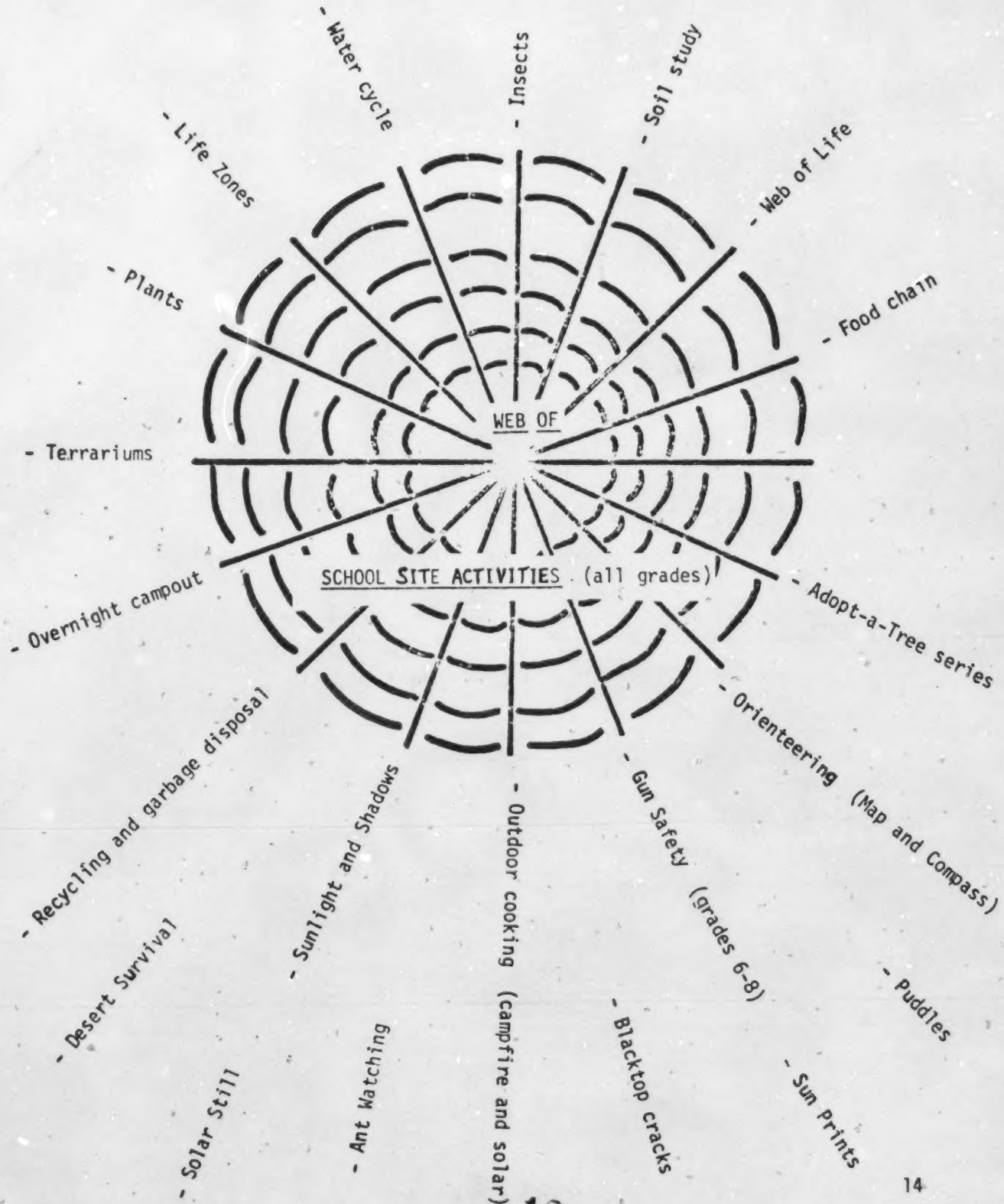
CLASSROOM ACTIVITIES (all grades)

- Plants
- Soil study
- Recycling and garbage disposal
- Terrariums
- Water cycle
- Web of Life
- Food chain
- Insects
- Life Zones

SCHOOL SITE ACTIVITIES (all grades)

- Sunlight and Shadows
- Sun Prints
- Adopt-a-Tree series
- Overnight campout
- Orienteering (Map and Compass)
- Puddles
- Ant Watching
- Outdoor cooking (campfire and solar)
- Desert Survival
- Gun Safety (grades 6-8)
- Solar Still
- Blacktop cracks

CLASSROOM ACTIVITIES (all grades)



LOCAL PARKS AND AREAS (all grades)

- Cemetery
- Squaw Peak - Phoenix Mountain Preserves
- Encanto Park
- Park near your school
- El Dorado Park (Scottsdale)
- Papago Park

EXTENDED DAY TRIPS (recommended for grades 4-8)

- White Tank Mountain Regional Park
- Dons' Camp (Superstition Mountains)
- Lake Pleasant Regional Park
- El Dorado Park
- McDowell Mountain Regional Park

EXTENDED OVERNIGHT TRIPS

- Chauncey Ranch - Cordes Junction
- Prescott - Lynn Lake
- South Mountain Park
- White Tank Mountain Regional Park
- Payson (backpack)
- Lake Pleasant Regional Park (backpack)
- Deer Pass Ranch - Cottonwood (backpack)
- Dons' Camp - Superstition Mountains (backpack)
- El Dorado Park

EXTENDED BACKPACKING (grades 6-8 with previous experiences required in overnight backpacking)

- Aravaipa Canyon
- Matazal Wilderness

(SAMPLE) LOCAL PARKS AND AREAS ACTIVITIES

CEMETERY

A visit to the first cemetery in Phoenix can provide many experiences in math, history, geography, health, symbolism and, especially, art. Teachers who have used this site are very enthusiastic with the results.

SQUAW PEAK - PHOENIX PRESERVES

An area seldom visited by children, providing opportunity for hiking, outdoor cooking, orienteering, plant and animal study, exploration, environmental studies, camping and backpacking experiences. Call 262-6711 or 262-6861 for information.

ENCANTO PARK

A guided nature trail provides a fine starting point for orienteering, water study, bird watching, outdoor cooking, leaf collecting, plant identification, and environmental games. Contact Dave McDowell, 262-6412, for ideas, observation and nature discovery materials, and other available resources.

CITY PARKS - EL DORADO, PAPAGO PARKS

A walking trip to nearby park can get you started with many outdoor activities and outdoor cooking. Several other parks are suited to hiking, fishing, orienteering and overnight camping. Contact Parks and Recreation Department, specific park you want to use.

EXTENDED DAY TRIP SUGGESTIONS

WHITE TANK MOUNTAIN REGIONAL PARK

A unique desert wilderness, ideal for hiking, orienteering, exploration, finding pot sherds, studying plant and animal life, and extensive environmental observation. Also suitable for overnight camping. Call 262-3711.

LAKE PLEASANT REGIONAL PARK

Fishing hiking, orienteering, historical studies (including indian ruins and Butterfield stage), and water usage can be developed at this popular site. Park rangers offer a variety of interpretive programs. Overnight facilities are excellent, but require far-in-advance reservations. Call 262-3716.

DONS' CAMP (SUPERSTITION MOUNTAINS)

Lush, high desert environment suitable for studying life zones, hiking, environmental studies, desert survival, plant and animal life, geology, finding sherds, and extensive exploration. Lean-to shelters, amphitheater, cook house, restrooms and ramadas make this site ideal for overnight camping and backpacking into the Superstitutions. Contact the Outdoor Education office.

MCDOWELL MOUNTAIN REGIONAL PARK

Hiking in desert, wash and mountain environments. Abundant animal life can be observed. Overnight camping available.

EXTENDED OVERNIGHT TRIPS

CHAUNCEY RANCH

Working Ranch north and east of Cordes Junction - Hay barns, bunkhouse, livestock barn, swimming pool, saddles, community amp theatre, boating, fishing, tack, housing, dining hall, and ramada. Advanced planning and reservations required. Contact YMCA.

DEER PASS RANCH

South of Sedona on Oak Creek. Houses 30 in heated cabins, kitchen facilities. Insurance required. Fishing, hiking, backpacking, swimming pool, animal tracks, leaves, and driftwood.

Advanced planning and reservations required. River crossing is not dependable. Contact YMCA.

GRAND CANYON

Scenic trip, hiking, geology, geography, science, water study, Ranger programs, museums, photography, map skills, collections, art, compass activities, identification, music, erosion, and wildlife.

Advanced planning and reservations required.

PAYSON

Fossils, fishing, nature trails, water study, geology, ranger station, diamond cave, spelunking, lumber, fish hatchery, backpacking, nature study, astronomy, historical sites, music, art, science, etc.

PRESCOTT

Many options - many sites. Hiking, fishing, gold panning, rocks and minerals, plants, animals, outdoor cooking, campfire, nature studies, museums, historical sites. This could be used as extended day or overnight.

Advanced planning and reservations required.

TUCSON

Many options - many sites. Historical sites, wilderness areas, museums, missions, observatory, nature study.

Advanced planning and reservations required.

PAYSON TRIP

SUGGESTIONS

ON THE ROAD:

Vista Point - Rest stop, nature trail, plants and animals. Begin observing changes in life zone vegetation and geology.

Granite Beds -

Star Valley - Rock Shop on west side of road.

Payson Ranger Station - Stop for brochures.

Group Campsite - MP 265. Across from Ponderosa C.G. Reservations required. Call Payson Ranger Station (602) 474-2269.

Diamond Point Lookout and Diamond Cave Hike - Take "Control Road" (off highway 260) thru Tonto Village. *Drive nine miles to parking area below Lookout Tower. Road is washboardy but graded and passable. Do not use when wet. *(½ mile from highway 60 is a forest plot study area.) Follow map to cave (take flashlights, etc.) and creek with "diamonds". One mile each way, easy walk on jeep road. Tennies o.k. Wildflowers, tree study, photography, orienteering could be developed. Possible visit to Lookout Tower.

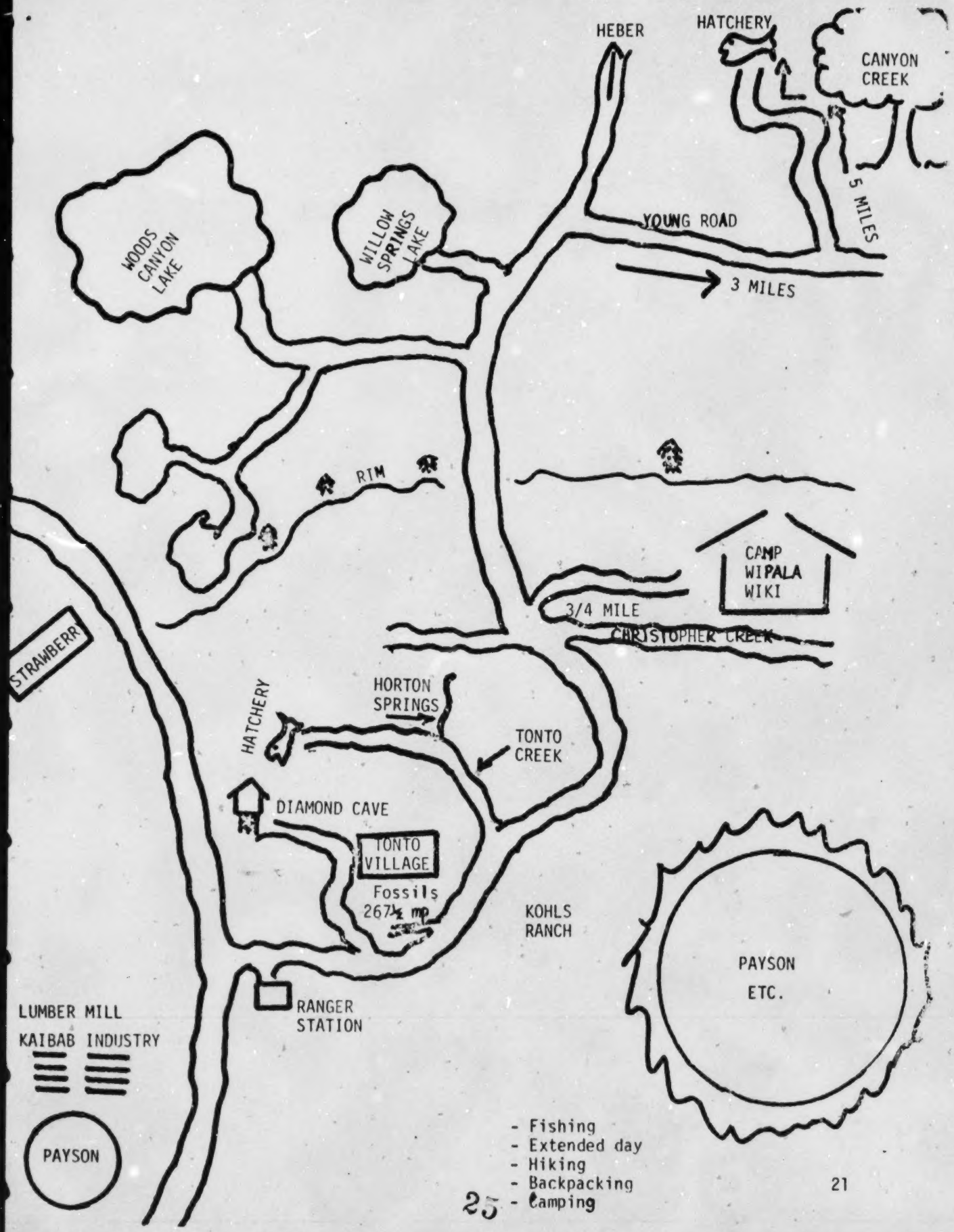
Fossil Beds - At MP 267½ look for side road on left. Brief stop is sufficient. Mainly small shell fossils and some tiny plant fossils.

Horton Springs - Trailhead is about two miles up Tonto Creek Road on the right just before bridge at "Tonto-Horton Creek". Park in pullout just before bridge. Leave information about your hike on car dash board. Trail drops into creek, gradually climbs uphill and is easy to follow (old logging road). Four miles each way - hiking boots suggested. Take water and snacks or lunch if returning same day. Several nice camping sites either side of creek or at Horton Spring. Also campground above parking area. Plan approximately 3-4 hours in 1½-2 coming out. Do not drink water from creek (unless treated). Water from spring at the source is o.k. (and cold!).

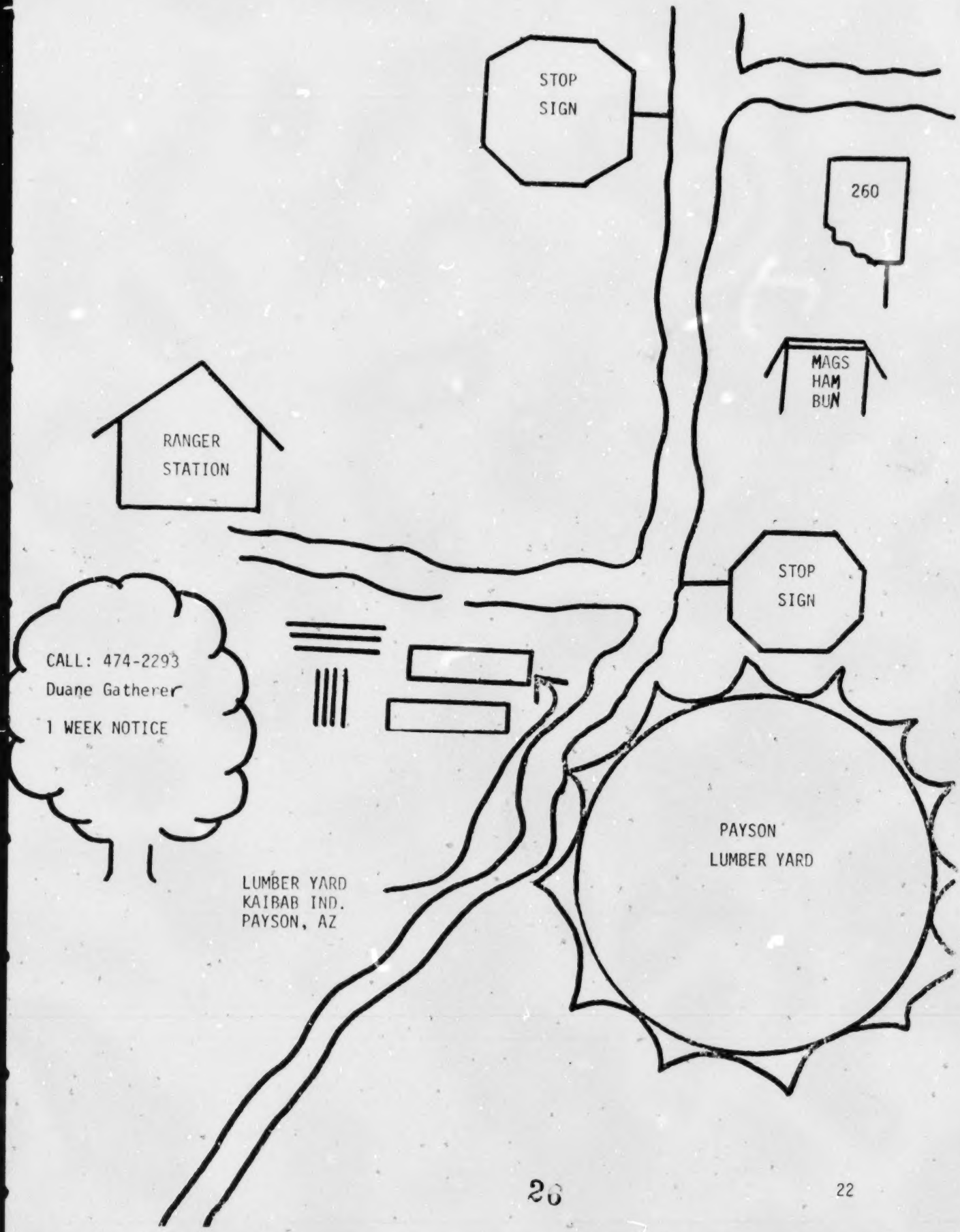
Payson Trip Suggestions (continued)

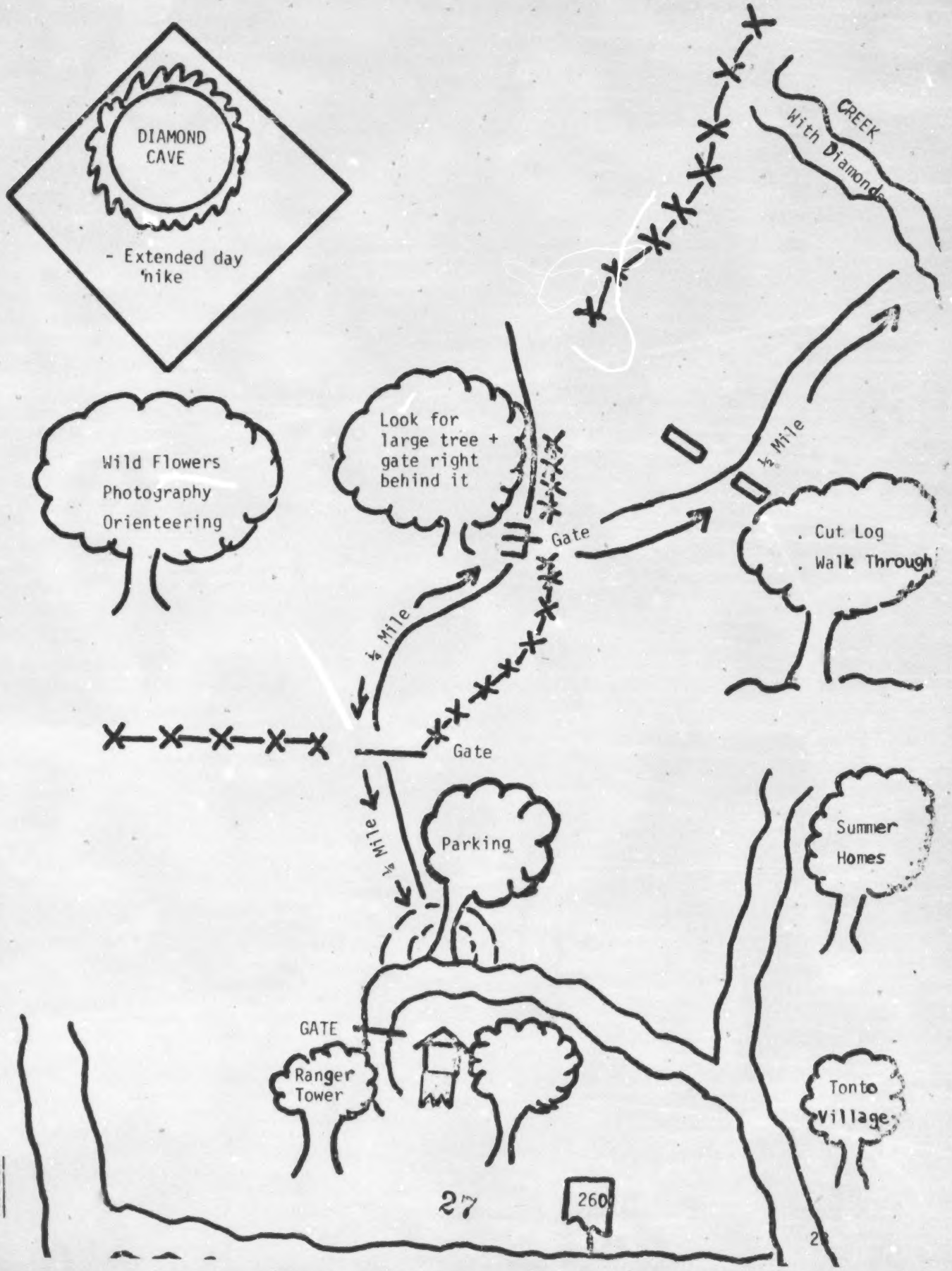
Wipala Wiki - FR 113. Rough road, but passable when dry. Bus turnaround just off Highway 260. Students must hike in .8 mile. Supply truck necessary to hull food and gear. Excellent late-spring, summer, early fall site. Caretaker on premises. Several useable buildings. Kitchen, nice food, storage facilities. Nature trail could be developed, orienteering, gun range, archery, shop available, rockhounding, crafts, hiking, fishing (must travel), backpacking. Work party before and after sessions necessary. Must see site to realize potential. 760 acre ranch. Horses available at Christoper Creek. Emergency phone. Plan sleeping on floor, porch or in tents. Cots could be used. Limit group size to no more than 30 students, 4-5 adults. Planned program absolutely necessary. Lots of possibilities.

Canyon Creek - Take Arizona 260 to top of rim to Young Road. Go three miles on Young Road to Canyon Creek, turnoff FR 33 go five miles on rough road. Useable during dry weather only. Primitive camping in several areas (see map). Fishing, water study, nature trail, orienteering, backpacking hiking, fish hatchery.



- Fishing
- Extended day
- Hiking
- Backpacking
- Camping

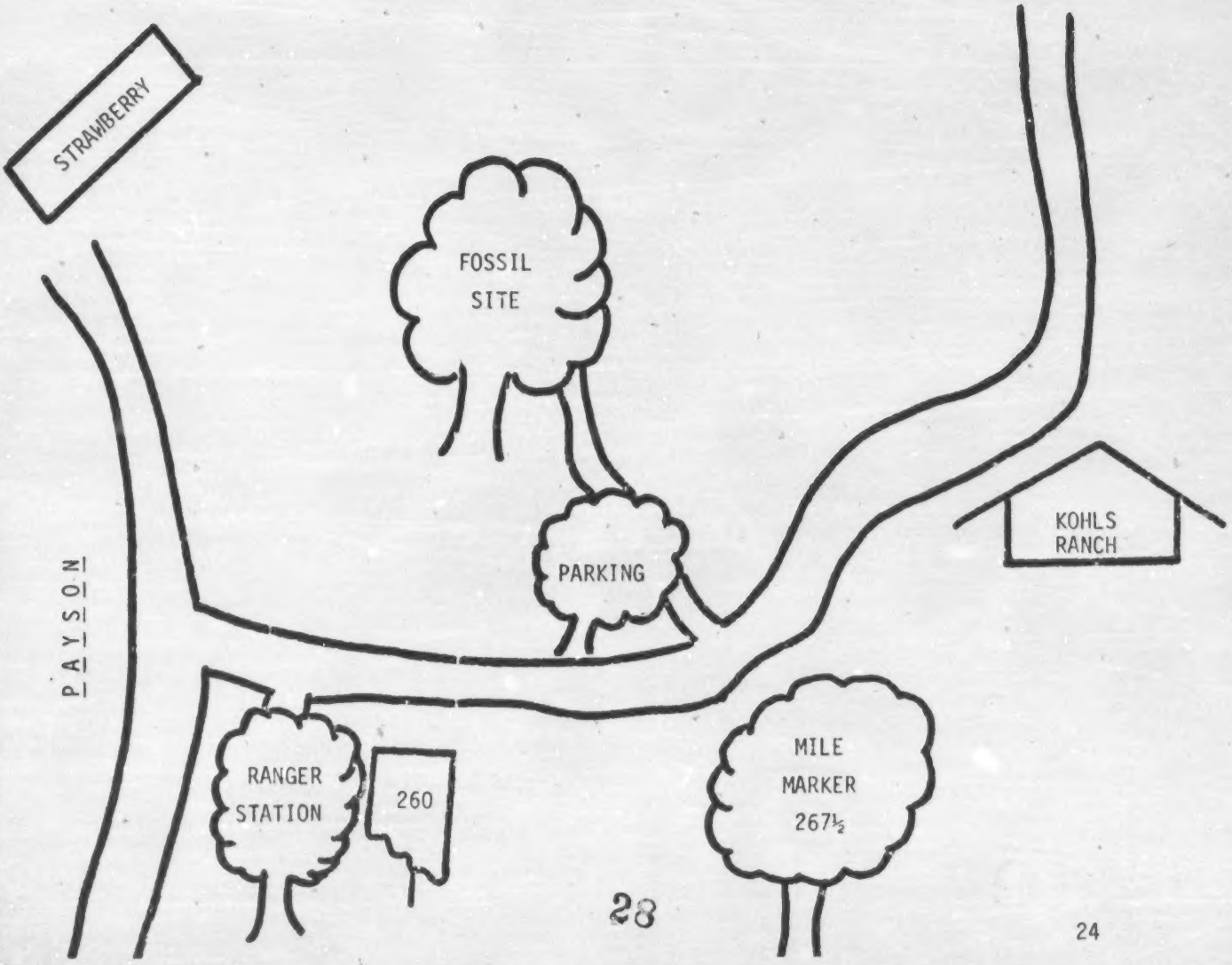

STOP
SIGN
260
MAGS
HAM
BUN
RANGER
STATION
STOP
SIGN
CALL: 474-2293
Duane Gatherer
1 WEEK NOTICE
PAYSON
LUMBER YARD
LUMBER YARD
KAIBAB IND.
PAYSON, AZ

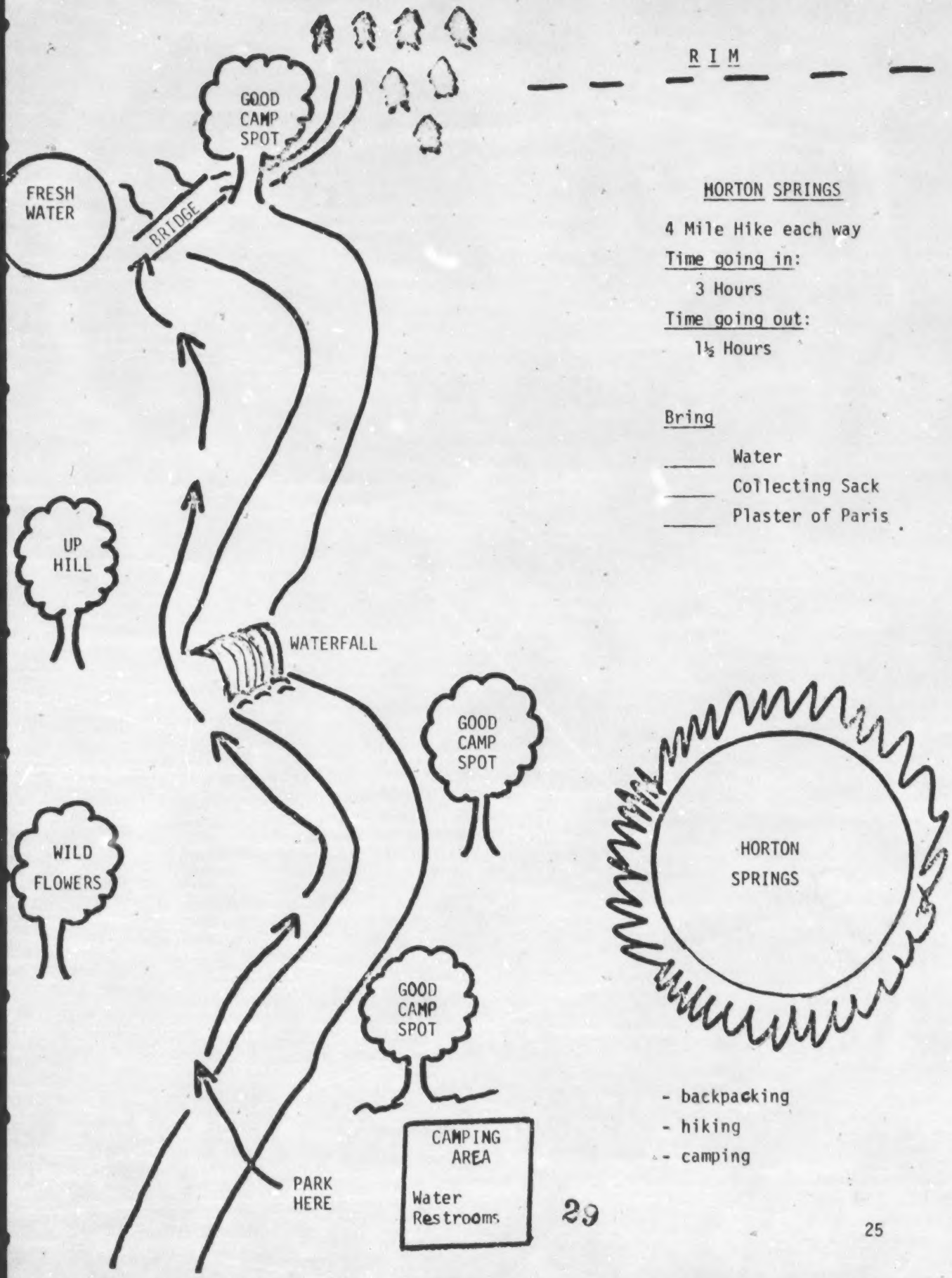

DIAMOND CAVE
- Extended day hike
CREEK With Diamonds
Wild Flowers
Photography
Orienteering
Look for large tree + gate right behind it
Gate
½ Mile
. Cut Log
. Walk Through
¼ Mile
Gate
¼ Mile
Parking
Summer Homes
GATE
Ranger Tower
Tonto Village
260

PAYSON

PAYSON
FOSSIL HUNT

- Fossils
- Extended Day





HORTON SPRINGS

4 Mile Hike each way

Time going in:

3 Hours

Time going out:

1½ Hours

Bring

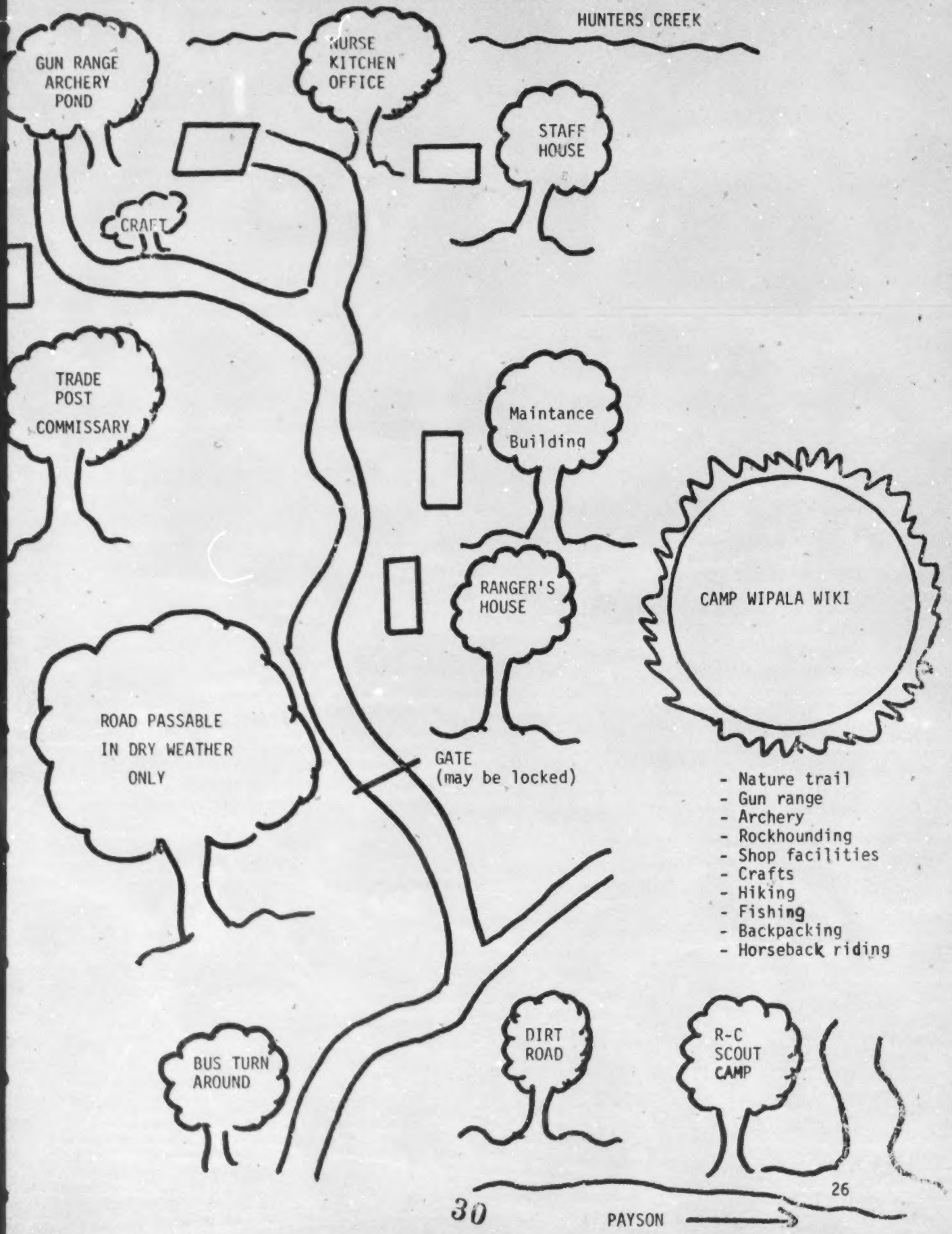
_____ Water

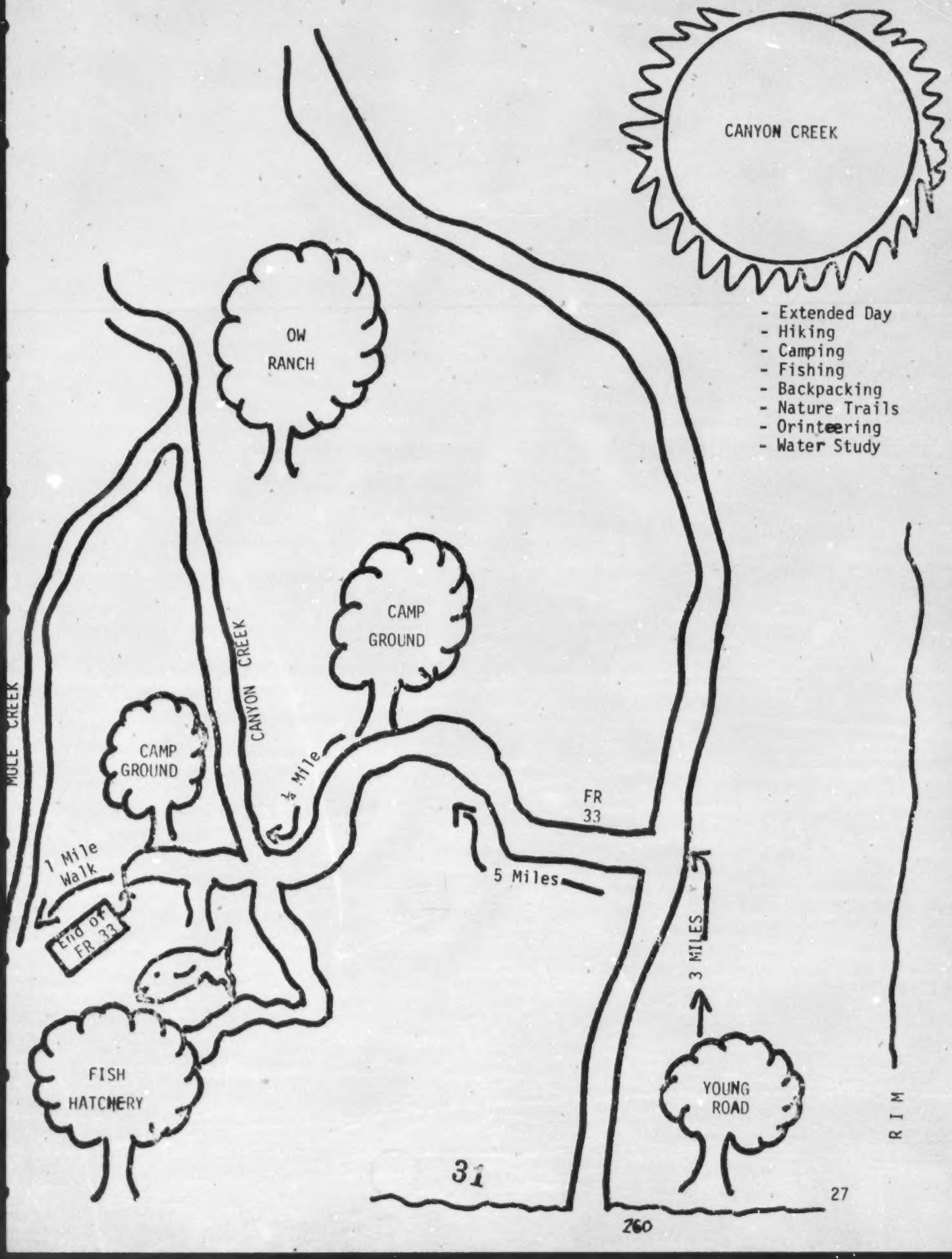
_____ Collecting Sack

_____ Plaster of Paris

- backpacking
- hiking
- camping

29


HUNTERS CREEK
GUN RANGE
ARCHERY
POND
NURSE
KITCHEN
OFFICE
STAFF
HOUSE
CRAFT
TRADE
POST
COMMISSARY
Maintance
Building
RANGER'S
HOUSE
CAMP WIPALA WIKI
ROAD PASSABLE
IN DRY WEATHER
ONLY
GATE
(may be locked)
- Nature trail
- Gun range
- Archery
- Rockhounding
- Shop facilities
- Crafts
- Hiking
- Fishing
- Backpacking
- Horseback riding
BUS TURN
AROUND
DIRT
ROAD
R-C
SCOUT
CAMP
26
PAYSON


CANYON CREEK
- Extended Day
- Hiking
- Camping
- Fishing
- Backpacking
- Nature Trails
- Orinteering
- Water Study
OW RANCH
CAMP GROUND
CAMP GROUND
CANYON CREEK
MOLE CREEK
½ Mile
FR 33
5 Miles
3 MILES
1 Mile Walk
End of FR 33
FISH HATCHERY
YOUNG ROAD
RIM
31
27
260

EXTENDED BACKPACKING

ARAVAIPA CANYON

The only year-round stream valley in southern Arizona offers an unusual opportunity to hike in a densely vegetated area with abundant wildlife - big horn sheep, eagles, etc. Hiking is in the streambed, a gently sloping climb to a campsite five miles upstream. Access to Aravaipa is by reservation only. Plans must be made well in advance. Call 428-4040.

MAZATZAL WILDERNESS

Many possibilities in this area. Must prepare for adverse weather with satisfactory alternate plans. Contact Outdoor Education office if interested.

AN INTEGRATION OF ACTIVITIES AND PLACES

The following charts indicate some activity possibilities for sites that have been used successfully by district teachers.

The first chart, ". . . on file" lists activities for which files are available for your use. These can be obtained from the Outdoor Education office. They are by no means the only things that can be done at the listed sites, but will provide some suggestions to get you started.

The second chart reflects areas that a teacher can develop. Please feel free to add to the list of Activities and Places.

"....ON FILE"	Classroom	School Grounds	Local Parks	Arboretum	Arizona	Botanical Gardens	Chauncey Ranch	Deer Pass Ranch	Encanto Park	Grand Canyon	Lake Pleasant	Mormon Lake	North Mt. Park	Papago Park	Payson	Phoenix Mt. Preserves	Prescott	South Mt. Park	Squaw Peak Park	Tucson	White Tanks					
Cemetery	X		X		X										X					X						
Cooking	X	X	X		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					
Desert Survival	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					
Energy	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					
Environmental	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					
Forests	X				X		X	X	X	X		X			X					X						
Garbage Disposal	X	X	X		X				X		X	X	X	X	X											
Insects	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					
Kites	X	X	X		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					
Life Zones	X		X	X	X	X	X	X		X	X	X			X	X	X	X		X	X					
Mini Forest			X		X		X	X	X		X															
Mini Landfills			X				X																			
Mudpies	X	X	X				X	X	X		X															
Orienteering	X	X	X		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					
Photography	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					
Plants	X		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					
Puddles	X								X																	
Recycling		X							X																	
Schoolyard																										
Soil	X		X	X	X	X	X	X	X		X	X		X							X					
Sunlight	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					
Shadows	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					
Sunprints	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					
Terrarium																										
Trees	X	X	X		X		X	X	X						X						X					
Water					X		X	X	X		X	X			X											
Wind and Air	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					
																							30			

OTHER POSSIBILITIES	Classroom	School Grounds	Local Parks	Arboretum	Arizona	Botanical Gardens	Chauncey Ranch	Deer Pass Ranch	Encanto Park	Grand Canyon	Lake Pleasant	Morman Lake	North Mt. Park	Papago Park	Payson	Phoenix Mt. Preserves	South Mt. Park	Squaw Peak Park	Tucson	White Tanks
Animals					X		X	X		X	X	X			X				X	X
Art	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Astronomy	X		X		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Backpacking	X	X	X							X	X				X		X			X
Campfire		X	X		X		X	X	X	X	X	X	X	X	X		X		X	X
Camping		X			X					X					X				X	X
Fishing	X	X	X		X		X		X		X	X			X					
Geology	X	X	X		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Health	X	X					X	X	X		X	X								
Hiking		X	X		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
History	X				X					X	X				X				X	
Language	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Life Cycle	X	X	X		X	X									X				X	
Map	X	X	X		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Math	X	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X
Music	X	X	X		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Nature	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Reading	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Safety	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Science	X	X	X		X		X	X	X	X	X	X				X				
Skits	X	X	X		X		X	X	X	X	X	X	X	X	X	X	X			
Temperature	X	X	X		X		X	X	X		X	X	X	X	X					X
Water	X	X	X		X		X	X	X	X	X	X			X					
Weather	X	X																		

OUTDOOR EDUCATION

TEACHER CHECKLIST

School _____ Teacher _____

Grade(s) _____ Number of Students _____ Adults _____

Going to _____

Date(s) _____

* *

Outdoor Education should be a "fun" learning experience for you and your class. As in any good lesson, there must be adequate pre-planning. If you are interested in this type of learning, it is suggested you use materials prepared by the Outdoor Education Committee (available through your principal or Outdoor Education office) to guide your planning. All the items listed many not meet your requirements. Feel free to add others. The program is up to you. You have the opportunity to be as creative as you wish!

FINAL APPROVAL OF FUNDS IS BASED ON RECEIPT OF THIS TEACHER CHECKLIST - INCLUDING YOUR STATED OBJECTIVES AND DETAILED PLANS - AT LEAST TWO WEEKS PRIOR TO YOUR TRIP.

* *

- [ ] Written objectives, detailed plans and lesson plans completed. Please list classroom, school site, and local trip activities completed with your class
- [ ] Copy of above attached. (REQUIRED FOR FINAL APPROVAL OF FUNDS.)
- [ ] Relevant experiences provided in the classroom (List with your written plans.)
- [ ] Relevant overnight experiences provided on the school site or other appropriate area (specify) _____

PRE-PLANNING

- [ ] Outdoor Education Guide read (available from your principal)
- [ ] Site visited
- [ ] Submission of written objectives and plans to your principal

PRE-PLANNING (continued)

- [ ] Costs determined. How is it to be financed?
- [ ] Insurance arranged. (This is the responsibility of the group.) With what company? _____
  How is it being financed? _____

GETTING READY

- [ ] Staff responsibility for program leadership assigned
- [ ] Arrangements for special equipment
- [ ] Campsite arrangements complete
- [ ] Buses scheduled
- [ ] Written confirmation of buses received
- [ ] Menu planned
- [ ] Notification of cafeteria
- [ ] Cost of food determined
- [ ] Arrangements for paying for food complete
- [ ] Transportation for food and gear arranged. This is <u>not</u> to be transported on the bus
- [ ] Food purchasing arranged
- [ ] Cooking procedures established
- [ ] One adult for eight children (Don't forget aides, parents, nurse, principal, special area teachers, etc.)
- [ ] Parents notified of plans and told how to contact child, if necessary
- [ ] "Field Trip Permission" from each parent
- [ ] "School Bus Safety Code" from each parent
- [ ] "Medical Consent for Outdoor Education" from each parent
- [ ] Substitute teacher arranged, if necessary

PREPARING THE CLASS

- [ ] Detailed plans of objectives and activities established with class
- [ ] Cooking procedures established (menus planned, finances, purchasing, transporting, storing, preparation, serving, clean-up)
- [ ] "What to Bring" list (bedroll, toothbrush, toilet paper, soap, towel, washcloth, flashlight, clothes, jacket, extra eats??).
- [ ] Organization of work groups
- [ ] Class behavior and individual responsibility discussed and understood
- [ ] Housing assignments complete
- [ ] Money collected

TAKE WITH YOU

- [ ] "Medical Consent for Outdoor Education" showing allergies and medication
- [ ] Health cards from the nurse
- [ ] Food (dish soap, cooking utensils, eating utensils)
- [ ] Personal gear (clothing, bedrolls)
- [ ] First-Aid kit
- [ ] Emergency Plans list
- [ ] Materials necessary for your program

FILE WITH SCHOOL OFFICE

- [ ] List of all students and adults attending
- [ ] Procedures for contacting group while they are gone

TRIPLICATE: One to Curriculum Coordinator, one to principal, teacher keeps one.

REQUEST FOR USE OF OUTDOOR EDUCATION FUNDS

School _____ Teacher _____

Grade(s) _____ Number of Students _____ Adults _____

Going to _____

Date(s) _____

* *

FUNDS REQUESTED (May be used for students only):

	Requested	Approved	Disapproved
Transportation	____	☐	☐
Additional equipment			
(specify) _____	____	☐	☐
Additional supplies			
(specify) _____	____	☐	☐
Facility rental			
(specify) _____	____	☐	☐
Additional staff			
Nurse	____	☐	☐
Teacher/Principal/Substitute	____	☐	☐
Other _____	____	☐	☐
Consultants			
(specify) _____	____	☐	☐
Outdoor Education Advisory staff	____	☐	☐

* *

Teacher's Signature _____ Date _____

Principal's Signature _____

* *

FOR OFFICE USE:

Reviewed by Curriculum Coordinator _____

Reviewed by Assistant Superintendent for Educational Services _____

Total amount approved _____

Signature _____

FOUR COPIES: Teacher keeps one

Three to Curriculum Coordinator (One will be returned to teacher, one to principal)

CHECKLIST OF REQUIRED FORMS

(if you are using Outdoor Education funds)

- [ ] "Request for Use of Outdoor Education Funds". In quadruplicate: Three to Curriculum Coordinator, teacher keeps one. One copy will be returned to the teacher, one will be returned to the principal. Submit this as soon as possible for consideration and tentative approval. Remember: Funds are limited!

- [ ] "Teacher Checklist". In triplicate: One to Curriculum Coordinator, one to principal, one for teacher. This checklist to include objectives and detailed plans. Final approval of funds based on receipt of this at least two weeks prior to trip.

- [ ] "Principal Checklist". In triplicate: One to Curriculum Coordinator, principal keeps one, teacher keeps one.

- [ ] "Request for Use of District Bus", form P122. Five copies: One copy to principal, one to Curriculum Coordinator, two copies to Transportation office, and one to teacher.

- [ ] "Cafeteria Notification", form LR 103. One copy to cafeteria manager at your school and one to principal.

- [ ] "Field Trip Permission", form P120. From each parent.

- [ ] "School Bus Safety Code", form P122. From each parent.

- [ ] "Medical Consent for Outdoor Education". From each parent.

- [ ] "Outdoor Education Camping Equipment Checkout Items". Use Standard Stock Requisition. Send to Outdoor Education office.

- [ ] (following your trip) "Evaluation of Field Trips", form P-119. Send to Curriculum Coordinator.

Also included in this packet:

"Outdoor Education Emergency Plans"

OUTDOOR EDUCATION

PRINCIPAL CHECKLIST

School _____ Teacher _____

Grade(s) _____ Number of Students _____ Adults _____

Going to _____

Date(s) _____

* *

PRE-PLANNING COMPLETE AND DISCUSSED

- [ ] Guide has been read
- [ ] Site visited
- [ ] Written plans, including satisfactory "pre" experiences with class to assure a successful trip
- [ ] Cost

ALL ARRANGEMENTS SATISFACTORILY COMPLETED

- [ ] Campsite
- [ ] Transportation
- [ ] Food
- [ ] Money
- [ ] One adult for eight children
- [ ] Permission slips, medical consent, bus safety code
- [ ] Substitute teachers, principal, etc.
- [ ] "Checklist of Required Forms" (if using Outdoor Education funds)

CLASS PREPARATION SATISFACTORILY ACCOMPLISHED

- [ ] Objectives and activities thoroughly understood
- [ ] Food and cooking procedures established
- [ ] "What to Bring" list
- [ ] Permission slips
- [ ] Work groups and housing assignments

OTHER THINGS

- [ ] List of who's going, students and adults
- [ ] Additional requests to the teacher

_____

_____

_____

FINAL APPROVAL: _____, Principal

_____ Date

Triplicate: Curriculum Coordinator, Principal, Teacher

MEDICAL CONSENT FOR OUTDOOR EDUCATION

To be filled out by parent or legal guardian. This form must be completed and returned in order for your child to participate in the program.

Name of Student _____ Sex _____ Class _____

Address _____ Date of Birth _____ Age _____

Person to contact in case of emergency _____

Address _____ Phone _____

Another emergency contact _____ Phone _____

In case of emergency, I understand that every effort will be made to contact me. In the event I cannot be reached, I hereby give permission to any physician secured by the staff to hospitalize and provide proper treatment for my child.

Student's health (check one): _____ Good _____ Fair _____ Poor

Does the student have any medical problem or condition the staff should be aware of? _____ Yes _____ No If yes, Please explain: _____

_____

_____

Is the student taking medication of any kind at this time? _____ Yes _____ No
If yes, give name of medication, dosage and reason for taking medication:

_____

_____

If your child is taking medication of any kind, it should be brought to school and given to the nurse. It must be in a labeled bottle indicating exact dosage and times for administering. It will be dispensed by the staff while at camp and returned to the child upon return to school.

Is the student allergic to any medication? _____ Yes _____ No If yes, what? _____

Is the student allergic to any foods? _____ Yes _____ No If yes, what?

_____

Students may be given, if necessary, the following non-prescription medications according to the recommended dosage. Please indicate your approval (or disapproval) of dispensing the following to your child. Check "yes" or "no" for each:

	Yes	No
Aspirin		
Pepto-bismol		
Mild cough medicine		

_____
Signature (parent or Guardian)

Date _____

OUTDOOR EDUCATION

Emergency Plans

Pre-Emergency Check List:

1. Determine responsible adult familiar with First Aid procedures as charge person in emergency situations.

2. All members of group (adults and students) should know name of responsible person.

3. All group members including students should have some basic First Aid Instruction re:
   a) cuts and bruises
   b) bleeding
   c) fractures
   d) snake bite and/or spider bite
   e) heat exhaustion
   f) sun burn
   g) injury sustained on cacti

4. Adults should be familiar with Rx of above plus:
   a) splinting
   b) mouth-to-mouth
   c) Heimlich maneuver
   d) severe bleeding
   e) minor injuries

5. Adults should be familiar with emergency equipment available. Be sure First Aid Box is properly stocked.

6. Adults should know location of nearest medical facility or nearest Ranger Station and how to locate Ranger and/or transport injuried person.

7. System for contacting parents in emergency situations requiring care at a hospital should be clarified before departure.

8. All students on medications should be known to adults prior to trip and arrangements for dispensing these medications should be made. Only medications properly labeled by Pharmacist should be administered and a signed permission slip from parent should accompany medication.

Departure Time Plans:

1. Check First Aid Box
2. Check medications (prescribed) and permission slips
3. Make sure all students know who the responsible First Aid Adult will be

Arrival at Location:

1. Locate Ranger, etc., and make sure he knows of your group's plans and possible needs should you have an asthmatic child, epileptic child, etc., in your group.
2. Alert all students as to location of First Aid Person and Equipment
3. Use all situations to teach good health principles

OUTDOOR EDUCATION CAMPING EQUIPMENT CHECK OUT ITEMS

Check List

ITEM	DESCRIPTION
Tent	10x16 National #398
Water Cooler	15 gal. galvanized Igloo
Water Cooler	10 gal. plastic Igloo
Ice Chests	Igloo 84 quarts
Stove	3 Burner Coleman
Stove Stand	
Lanterns	Winchester - self starting
Propane tank	11 lbs. with adapters
Grill	desert cooker
Coffee Pot	Coffee
Coffee Pot	Hot water
Skillet	16" Cast Iron
Dutch Oven	14" Cast Iron
Wash Pan	14" Plastic
Canner Pot	Dish washing 33 quarts
Rods and Reels	Zebco
Tackle Box	Plano
First aid Box	
Compass	Silva Sets of 28
Backpacks	Camp Trails
Solar Cooking	36"
Song Books	Set of 15

(Everything you will ever need to go camping)

CHECK LIST

- [ ] Tents
- [ ] rope
- [ ] axe
- [ ] chairs
- [ ] ground cloths
- [ ] stakes
- [ ] several folding tables
- [ ] toilet paper
- [ ] propane lanterns
- [ ] grill
- [ ] pot holders
- [ ] long fork, dish pans
- [ ] scratch pads
- [ ] firewood
- [ ] First Aid Kit
- [ ] plastic bags
- [ ] paper towels
- [ ] paper plates, napkins, cups,
- [ ] tennis shoes, x-tra pair of shoes
- [ ] hat
- [ ] windbreaker
- [ ] song sheet or book
- [ ] Flash light
- [ ] lamp mantles
- [ ] propane tanks
- [ ] chairperson
- [ ] patience
- [ ] Shovel
- [ ] parachute
- [ ] hammer
- [ ] sleeping bags
- [ ] 15 ft. telescope pole
- [ ] 2 dining canapies
- [ ] porta potty
- [ ] 2 propane stove (2 burner)
- [ ] dutch oven ensemble
- [ ] pots, coffee, water
- [ ] tongs, spatula
- [ ] dish rag, dish towels
- [ ] 4 bricks,
- [ ] charcoal and starter
- [ ] dish washing detergent, soap
- [ ] heavy duty foil
- [ ] plastic utensils
- [ ] drinking water
- [ ] sun screen
- [ ] camera
- [ ] film
- [ ] collecting bucket or bottle or bags
- [ ] dish pans
- [ ] children
- [ ] teachers
- [ ] insurance
- [ ] more patience

Cafeteria Notification

_____School _____Teacher _____Class _____Section

The above class is going on a field trip on _____ and
(date)
_____be eating in the cafeteria. If the class is eating in the
(will, will not)
cafeteria, the children will be returned for the regular lunch hour or will return for lunch at _____. The cafeteria manager will be notified if
(time)
the class is expected to return at an irregular time.

All classes carrying sack lunches will need ice chests if meat sandwiches or milk is to be carried on the bus. Teacher will furnish ice chest.

REQUESTS FOR SACK LUNCHES MUST BE SUBMITTED TO THE CAFETERIA MANAGER AT LEAST FIVE WORKING DAYS PRIOR TO THE TRIP.

Number of sack lunches needed _____ Number of cafeteria lunches needed _____

LR 103 White - Cafeteria Manager Canary - Principal

REQUEST FOR USE OF EXCURSION BUS

Teacher #1 _____ Grade _____ School _____ No. _____

Teacher #2 _____ Grade _____ School _____ No. _____

To where? _____ Address _____ Phone _____

_____ Address _____ Phone _____

_____ Address _____ Phone _____

Date of trip _____ Loading time _____ Reloading time _____

Number of students _____ Adults _____ (total may not exceed 54)

Number of trip (1,2,3) for teacher #1 _____ for teacher #2 _____

Explain the purpose of the trip and its relation to curriculum _____

_____

_____

Date _____ Approved _____ _____
Disapproved (Principal's signature)

White - Teacher Green - Principal Canary - K-8 Curriculum Coordinator Pink and Gold - Transportation Office
.... Send these copies 5 weeks before time requested ....

P 122 Revised 9/78

FIELD TRIP PERMISSION

Phoenix Elementary School District #1

_____School _____Teacher _____Grade

_____has my permission to participate
(first and last name of child)

in a field trip with the class to _____on _____
(place) (date)

from _____ to _____
(departure time) (return time)

Your child will need a sack lunch. YES NO

We will return to school for lunch. YES NO

Cafeteria will prepare a sack lunch. YES NO _____
(price)

I wish my child to take the trip. _____
(yes, no)

Date _____ _____
(signature of parent or legal guardian)

P120 Revised 7/78

PERMISO PARA VIAJE DE CAMPO

Escuelas Elementarias de Phoenix Distrito #I

_____Escuela _____Maestro/a _____Grado

_____Tiene mi permiso para que participe en un
(primer nombre y apellido de su niño/niña)

viaje de campo con su clase a _____en_____
(lugar) (fecha)

desde_____hasta las _____.
(tiempo de salida) (tiempo de regreso)

Su niño/niña necesitará un "lonche" de bolsa. SÍ NO

Regresaremos a la escuela para la comida. SÍ NO

La cafetería preparará un "lonche" de bolsa. SÍ NO _____
(precio)

Deseo que mi niño/niña tome el viaje de campo. SÍ NO

Fecha_____ _____
(firma de padre/madre o guardián)

SCHOOL BUS SAFETY CODE

The following steps have been developed as a conscientious effort to eliminate accidents to driver and pupils in school buses and they should be thoroughly understood by parents, drivers, and the children.

REGULATIONS GOVERNING PUPILS

1. Pupils being transported are under the authority of the bus driver.

2. A time schedule shall be posted in the bus and it shall be followed.

PUPILS SHALL:

3. Be on time for the bus both morning and evening. The bus driver does not have time to wait.

4. Wait patiently for the school bus. Pupils who cause disturbances (fighting, scuffling, etc.) at the bus stop will forfeit their right to ride on the buses.

5. Stand a safe distance back from the curb or highway.

6. Get in line when the school bus is approaching.

7. Always use the steps and handrail.

8. Sit in seats as assigned by the driver.

9. Never crowd or push.

10. Take their seats quietly and quickly.

11. Remain seated while the bus is in motion.

12. Never walk or stand in aisle while bus is in motion.

13. Not extend hands, arms, heads or objects through bus windows.

14. Never throw anything while on the bus.

15. Have written permission from the principal to leave the bus other than at home or school.

16. Talk in normal tones; loud or vulgar language is prohibited.

17. Not open or close windows without permission of the driver.

18. Keep the bus clean; never place books, pencils, etc., in aisle and shall refrain from damaging the bus.

19. Be courteous to the driver, to fellow pupils and to passers-by.
20. Never talk to the bus driver when the bus is in motion.
21. Remain seated until the bus comes to a complete stop.
22. Always face the front when getting off the bus.
23. Always use steps when leaving the bus - never jump.
24. Always walk in front of the stopped bus if it is necessary to cross the street or highway.
25. Pupils who refuse to obey the directions of the bus driver promptly or refuse to obey regulations shall forfeit their right to ride on the buses.

5/1/64 - Traffic Division - Arizona Highway Department

Parent or Guardian: Sign below and return to school

- -

DETACH AND RETURN THIS PORTION TO SCHOOL

This is to certify that I have received a copy of the regulations governing pupils who ride on school buses and understand that pupils must obey all regulations or forfeit their right to ride on the buses.

________________________________ __________________

Signature of Parent or Guardian Date

EVALUATION OF FIELD TRIPS

Teacher: _____ Grade _____ School _____ _____
No.

Date of trip: _____ Destination of trip: _____

Did the trip meet the educational goals and/or objectives? Yes ____ No ____

Would you recommend the trip to others? Yes ____ No ____

Suggestions for others taking the trip or comments regarding the site visited: _____

_____

_____

_____

_____

Date: _____ _____
Signature

Return to office of Curriculum Coordinator K-8

P-119 Revised 6/79